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ABSTRACT

This summative evaluation assesses the progress made by four elementary magnet schools in Kansas City, Missouri during three years of implementing a visual and performing arts theme. Enrollment, implementation, perceptions, and achievement are the focal areas considered in the evaluation. Enrollment at each elementary arts magnet school was above 90% of capacity. However, efforts to achieve desegregation goals were only moderately successful. Overall, the study found many positive, successful efforts in program implementation at each of the four schools as well as persistent difficulties. Questionnaire responses by teachers revealed that satisfaction with the program has declined throughout the three years of implementation. Students appeared to enjoy the arts theme, and the programs seem to have a positive effect on the majority of students enrolled. Parents also seemed to feel positive about the program; parent satisfaction has increased since the first year of implementation. The 1989 kindergarten cohort was examined to assess achievement through three years of theme implementation. Achievement scores did not improve significantly across the three years. A number of recommendations are put forth based on the findings of the summative evaluation. Tables and figures appear throughout the report. Three appendices are included: (1) calendar of events; (2) parent, student, and teacher ratings and perceptions by school; and (3) extended day activities. (DB)

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Summative Evaluation
of the
Visual and Performing Arts
Magnet Elementary Schools

1988-1989
1989-1990
1990-1991

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The School District of
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KANSAS CITY, MO. SCHOOL DISTRICT
"Building our future"

August 1991

SO 022 371

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Summative Evaluation of the Visual and Performing Arts Magnet Elementary Schools

1988-1989
1989-1990
1990-1991

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Program Evaluator

August 1991

Evaluation Office
Desegregation Planning Department
The School District of Kansas City, Missouri

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Executive Summary

The visual and performing arts elementary magnet schools have completed three years of operation as part of the Kansas City, Missouri School District's *Long-Range Magnet School Plan*. The program was implemented at Gladstone Academy, Longfellow, E.C. Meservey and Wendell Phillips. This summative evaluation assesses the progress made by these four elementary magnet schools during three years of implementing the visual and performing arts theme. Enrollment, implementation, perceptions, and achievement were the focal areas considered in the evaluation.

Enrollment at each elementary arts magnet was above 90% of capacity. However, efforts to achieve desegregation goals were moderately successful. Gladstone and Phillips were closer to meeting minority enrollment goals than either Meservey or Longfellow.

Overall, the study found many positive, successful efforts in program implementation at each of the four schools as well as some persistent deficiencies. Indications of successful implementation included the evolution of a distinctive "arts" environment at each school, the higher percent of students participating in theme-related activities, and the varied programs either contracted for or produced by students throughout the year. On the other hand, the lack of infusion of the theme into the core curricula and irrelevant staff development/in-service programs were the primary deficiencies in program implementation. Infusion activities were observed to occur in only 51% of classrooms and the frequency has not changed since the first year of implementation. Questionnaire responses by teachers revealed that satisfaction with the program has declined throughout three years of implementation. That fact may contribute to the consistently low frequency of infusion activities. Also, many teachers reported that staff development programs did not relate well to implementation and infusion strategies. Other than these aforementioned issues, the problems found were not theme-related. Rather, working relations among the staff and school administration appeared as areas of concern. Teachers, primarily from Longfellow and Phillips, were critical of the lack of cooperation between arts and regular teachers and between teachers and school leadership.

Students appeared to enjoy the arts theme, and the programs seem to have had a positive effect on the majority of students enrolled. Most felt school was challenging, yet they were enjoying the experience and learning a lot. Ratings of the program throughout three years of implementation showed little variation. Approximately three-fourths of the students rated the program as good or excellent every year. Parents shared the impressions which their children held. Additionally, parent satisfaction has increased since the first year of implementation. The one area receiving a dissenting

opinion was the emphasis upon academics. The majority of parents would like a greater emphasis placed on basic skills, both in regular classrooms and extended day. Parents selected an elementary arts magnet either because their child was enrolled previously or because they liked the theme.

The 1989 kindergarten cohort was examined to assess achievement through three years of theme implementation. Achievement scores did not improve significantly across the three years. ITBS scores in reading and math have declined since the first year. Language scores increased considerably after a sharp decline in the second year of implementation (first grade of the kindergarten cohort). The non-minority kindergarten cohort had higher scores than the minority kindergarten cohort in reading and language. Math scores were very close until the second grade when minorities surpassed non-minorities.

The achievement data of arts elementary magnet students were compared to a random sample of traditional elementary students in the district using analyses of variance and covariance. Magnet kindergarten, first and second graders significantly outperformed traditional students in every subtest. Traditional elementary students scored significantly higher than arts magnet students on most subtests in the third, fourth and fifth grades. The availability of a covariate (third grade CogAT scores) enabled pre-existing differences between magnet and traditional students to be defused in grades three through five.

Current year MMAT scores for third grade elementary arts students were below state averages. The differences between the arts magnets and the state were meaningful except at Phillips and Gladstone. District averages were exceeded in reading/language arts by Gladstone, Meservey and Phillips.

The recommendations offered from the summative evaluation are intended to provide a re-focusing necessary to initiate the consideration of difficult issues in program functioning.

Summative Evaluation
of the
Visual and Performing Arts
Magnet Elementary Schools

1988-1989
1989-1990
1990-1991

Introduction

The elementary visual and performing arts magnet schools examined in the present report have completed three years of implementation of the magnet theme as part of the *Long-Range Magnet School Plan*, hereafter referred to as the Long-Range Plan (Hale and Levine, 1986). This summative evaluation assesses the progress made by these four elementary magnet schools during three years of implementing the visual and performing arts theme.

The Long-Range Plan established a longitudinal schedule for evaluation of magnet school programs. Specifically, a summative evaluation occurs every three years and shall "...concentrate on determining whether a program ultimately is successful or unsuccessful" (Hale and Levine, 1986,p.47). As a summative evaluation, the focus of the present report is on impact and outcomes of the elementary visual and performing arts magnet programs. It also presents a longitudinal evaluation of the enrollment, racial composition and achievement of each of the four elementary arts magnets at the end of the third year of implementation.

The presentation of results is preceded by a description of the elementary arts magnet programs and a brief discussion of the evaluation design.

Program Description

At the elementary level, the visual and performing arts program is offered by four schools: Gladstone Academy, Longfellow, E.C. Meservey, and Wendell Phillips.Complementary programs of fine, visual and performing arts are offered at Kansas City Middle School of the Arts and the Paseo Academy of Fine and Performing Arts High School. During the 1990-1991 school year, Paseo Academy enrolled ninth and tenth grade students, and will offer the theme to the eleventh grade next year. Thus, by the 1992-1993 school year, the Kansas City, Missouri School District will offer a comprehensive and additive 12 year program of instruction in the fine, visual and performing arts.

Gladstone Academy occupied their new building beginning with the 1990-1991 school year so all schools are operating in their permanent sites currently. Renovations at Meservey were not completed by opening day, and construction was somewhat disruptive of school operations during the first weeks of school. According to the Long-Range Plan (Hale and Levine, 1986, p.88), "Visual and performing arts encourage children to imagine, explore, enact, create and communicate concepts and feelings at their own level of development. Children develop awareness, heighten perception, learn to manipulate language, increase cognition, explore emotions, and improve their ability to communicate both verbally and non-verbally. ...The elementary schools will be attractive to all children because of the wide range of artistic projects developed on an exploratory level. Their will be no entry level skill requirements for any art area." During the elementary arts planning year (1987-1988), the site task force committee at each school (New Gladstone Site Task Force, 1989; Longfellow Long-Range Plan Magnet Committee, 1988; E.C. Meservey School Long-Range Plan Magnet Committee, 1988; Wendell Phillips Long-Range Plan Magnet Committee, 1988) developed a planning outline for their school in accordance with the Long-Range Plan. These planning outlines reflect the unique characteristics of the school and the student population it serves while maintaining theme and curricular continuity. Each school proposed to implement a magnet theme curriculum of drama, music, dance and visual arts. Implementation goals include:

1. Achieving a proficiency and understanding of the various art forms;
2. Developing fundamental skills and abilities in the visual and performing arts;
3. Acquiring an understanding of the arts as a form of self-expression and creativity, and acquire an appreciation of the interrelationships among various art forms;
4. Gaining a multi-cultural awareness in the arts and an appreciation of the importance of the arts in society;
5. Increasing self-confidence and image through participation in visual and performing arts;
6. Promoting voluntary integration and a unitary school environment.

Each school has an "Artist-in-Residence" program which enhances the instructional programs and engenders involvement with arts resources and professionals in the community. Additionally, each site plan refers to the infusion of visual and performing arts throughout the entire curriculum as an integral part of the student's learning experience.

Finally, each school offers an extended day program of instruction and enrichment both before school and after school.

Evaluation Design

Questions addressed in this summative evaluation were:

1. Has the school met established enrollment goals?
2. Was the program implemented as detailed in the Long-Range Plan and each school's magnet planning outline?
3. What are parent, student, teacher, and school leadership perceptions about, and attitudes toward, the program?
4. What are the levels of student achievement in the school?

The evaluation is facilitated through classroom observations and site visits, perception data gathered through interviews and survey instruments, and through data obtained from the district's research and testing office.

Results

Demographic Data

Enrollment capacity for each of the elementary arts magnets is presented in Table 1. Each school operated above 90% enrollment capacity during 1990-1991. Most of the grades at each school were under-enrolled slightly as well. Grades filled to capacity were the third grade at Longfellow, the second and fourth grades at Meservey, and the second and third grades at Phillips. However, all schools have a larger student body than before implementation of the visual and performing arts theme.

Enrollment and racial composition data are presented for all years of magnet school operations at each school as well as the year prior to implementing the visual and performing arts program. The year previous to implementation is considered the baseline year and gives perspective to the magnet data. Longfellow, Meservey and Phillips converted from traditional to magnet schools in 1988-1989 making the year previous (1987-1988) the pre-implementation year. Gladstone Academy was a new school in 1988-1989 thus does not have a base-line year.

Minority and non-minority enrollments are reported by grade. All demographic data for the elementary visual and performing arts magnets were extracted from the official student membership reports prepared by the research office of the school district.

A goal of integration for each magnet school defined in the Long-Range Plan is a ratio of 60% minority and 40% non-minority at each grade level. Magnet schools that were originally traditional schools which had a greater than 60% minority student population, such as Longfellow, Meservey

Table 1

Visual and Performing Arts Elementary Schools
Program Capacity and Actual Capacity, 1990-1991

School Grade	Program Capacity[1]	Actual[2]	Difference	% of Capacity
Gladstone				
Kindergarten	44	42	-2	95%
First	44	38	-6	86%
Second	44	43	-1	98%
Third	44	42	-2	95%
Fourth	54	52	-2	96%
Fifth	54	47	-7	87%
Total	284	264	-20	93%
Longfellow				
Kindergarten	44	39	-5	89%
First	44	38	-6	86%
Second	44	36	-8	92%
Third	44	48	+4	109%
Fourth	54	47	-7	87%
Fifth	54	49	-5	91%
Total	284	257	-27	91%
Meservey				
Kindergarten	44	38	-6	86%
First	66	59	-7	89%
Second	66	67	+1	102%
Third	66	59	-7	89%
Fourth	81	84	+3	104%
Fifth	54	49	-5	91%
Total	377	356	-21	94%
Phillips				
Kindergarten	44	35	-9	80%
First	44	42	-2	95%
Second	66	73	+7	111%
Third	66	70	+4	106%
Fourth	81	75	-6	93%
Fifth	54	51	-3	94%
Total	355	346	-9	98%

Note: Percentages are rounded to nearest whole percent.

1 Program capacity utilized by the Admission's Office when placing students in magnet programs.

2 From *September 26, 1990, Student Membership Report* (Research Office, 1990).

and Phillips, are expected to move at least 2% closer to 60% minority in each grade every year. Gladstone Academy is considered a new school and, as such, is expected to meet the 60% minority/40% non-minority criteria.

Enrollment data for the elementary arts magnets for three years of implementation (1987-1988, 1989-1990 and 1990-1991), plus baseline year (1987-1988) are in Table 2.

Prior to implementing the magnet theme, Longfellow, Meservey and Phillips had a very high percentage of minority students. These schools present a consistent trend toward the 60%/40% goal since implementation of the visual and performing arts theme three years ago. However, not every grade at each school progressed annually toward the 60%/40% racial balance by reducing minority enrollment 2% each year. All schools failed to met the court-ordered 1990-1991 minority enrollment goals for kindergarten. However, the first grade met desegregation goals at every school. Desegregation goals were achieved in the following grades: (1) all grades except kindergarten at Gladstone, (2) Longfellow first and third grades, (3) Meservey first, second, third and fourth grades, and (4) Phillips first, second, fourth and fifth grades.

Implementation

Program implementation was evaluated from data collected through classroom observations[1], site visits, interviews with school principals and administrators, and teacher questionnaires. Classrooms to observe were selected randomly at the beginning of the school year and observations continued through May, 1991. Data regarding physical evidence of the theme, infusion of the theme into the basic curriculum, and student activities were gathered during each observation period (approximately 45-50 minutes).

Staffing and Supplies. All magnet staff positions were filled at the start of school in each of the elementary arts magnets. Only Phillips was not short of supplies, textbooks or furniture at the beginning of the year. With few exceptions (*e.g.*, risers at Gladstone Academy), items from requisitions and re-orders arrived during the first semester. In the spring questionnaire, the majority of teachers indicated they had sufficient supplies to teach theme and core courses (see below Teacher Perceptions).

Strands of Instruction. All strands were implemented: art, music (vocal and instrumental, including Suzuki violin), dance, drama, and creative writing. The greatest improvement during the 1990-1991 school year, cited by school leadership at each of the four elementary arts magnets, was the increased involvement, interest and participation of students in arts theme activities. School leadership at Meservey and Longfellow felt their respective programs and staff were beginning to

1 A previous program evaluator developed the observation schedule and selected classrooms for observation.

Table 2

Visual and Performing Arts Elementary Schools
Minority and Non-Minority Enrollment

School / Grade	1987 - 1988				1988 - 1989				1989 - 1990				1990 - 1991			
	Minority		Non-Minority		Minority		Non-Minority		Minority		Non-Minority		Minority		Non-Minority	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gladstone																
Kindergarten	---	-----	---	-----	15	60%	10	40%	24	62%	15	38%	28	67%	14	33%
First	---	-----	---	-----	13	62%	8	38%	12	67%	6	33%	24	63%	14	37%
Second	---	-----	---	-----	14	58%	10	42%	9	56%	7	44%	26	60%	17	40%
Third	---	-----	---	-----	12	63%	7	37%	11	55%	9	45%	25	60%	17	40%
Fourth	---	-----	---	-----	14	58%	10	42%	13	54%	11	46%	26	50%	26	50%
Fifth	---	-----	---	-----	19	66%	10	34%	16	62%	10	38%	27	57%	20	43%
Total	---	-----	---	-----	87	61%	55	39%	85	59%	58	41%	156	60%	108	41%
Grand Total		-----				142				143				261		
Longfellow																
Kindergarten	41	84%	8	16%	11	61%	7	39%	12	60%	8	40%	27	69%	12	31%
First	34	85%	6	15%	34	71%	14	29%	29	74%	10	26%	25	66%	13	34%
Second	36	84%	7	16%	24	80%	6	20%	27	69%	12	31%	27	75%	9	25%
Third	46	94%	3	16%	31	76%	10	24%	27	69%	12	31%	30	63%	18	36%
Fourth	25	81%	6	19%	31	69%	14	31%	29	60%	19	40%	32	68%	15	32%
Fifth	33	94%	2	6%	22	79%	6	21%	30	65%	16	35%	32	65%	17	35%
Total	215	87%	32	13%	153	73%	57	27%	154	67%	77	33%	173	67%	84	33%
Grand Total		247				210				231				257		
Meservey																
Kindergarten	50	100%	---	-----	55	85%	10	15%	31	62%	19	38%	25	66%	13	34%
First	59	98%	1	2%	59	94%	4	6%	50	82%	11	18%	44	75%	15	25%
Second	41	98%	1	2%	59	95%	3	5%	56	92%	5	8%	56	84%	11	16%
Third	66	100%	---	-----	43	93%	3	7%	54	90%	11	18%	52	88%	7	12%
Fourth	70	97%	2	3%	68	97%	2	3%	46	87%	5	8%	71	85%	13	15%
Fifth	57	95%	3	5%	71	91%	7	9%	59	89%	7	11%	43	88%	6	12%
Total	343	98%	7	2%	355	92%	29	8%	296	84%	55	16%	291	82%	65	18%
Grand Total		350				384				351				356		

Table 2 (Continued)

Visual and Performing Arts Elementary Schools
Minority and Non-Minority Enrollment

School / Grade	1987 - 1988 Minority N	1987 - 1988 Minority %	1987 - 1988 Non-Minority N	1987 - 1988 Non-Minority %	1988 - 1989 Minority N	1988 - 1989 Minority %	1988 - 1989 Non-Minority N	1988 - 1989 Non-Minority %	1989 - 1990 Minority N	1989 - 1990 Minority %	1989 - 1990 Non-Minority N	1989 - 1990 Non-Minority %	1990 - 1991 Minority N	1990 - 1991 Minority %	1990 - 1991 Non-Minority N	1990 - 1991 Non-Minority %
Phillips																
Kindergarten	52	100%	---	-----	35	81%	8	19%	24	63%	14	37%	22	63%	13	37%
First	45	100%	---	-----	47	94%	3	6%	58	89%	7	11%	27	64%	15	36%
Second	44	100%	---	-----	51	82%	11	18%	54	92%	5	8%	62	85%	11	15%
Third	54	98%	1	2%	52	95%	3	5%	50	81%	12	19%	58	83%	12	17%
Fourth	55	100%	---	-----	45	83%	9	17%	49	96%	2	4%	59	79%	16	21%
Fifth	48	100%	---	-----	60	90%	7	10%	48	87%	7	13%	43	84%	8	16%
Total	298	99%	1	1%	290	88%	41	12%	283	86%	47	14%	271	78%	75	22%
Grand Total	299				331				330				346			

Note: Percentages are rounded to the nearest whole percent. Enrollment data from the *September 29, 1987, Student Membership Report* (Research Office, 1987); from the *September 28, 1988, Student Membership Report* (Research Office, 1988); from the *September 27, 1989, Student Membership Report* (Research Office, 1989); and from the *September 26, 1990, Student Membership Report* (Research Office, 1990).

establish an identity of their own, and to embellish the arts programs and tailor activities to the school's unique persona. Leadership from Phillips and Gladstone Academy reported being still in the adjustment phase of adapting a non-academic theme to an academic framework. Each school indicated great success with the Artist-in-Residence program with diverse experiences provided in the arts to the students throughout the year. Next year Meservey, at least, will lessen the dependency on the Arts Partners by having the faculty schedule residencies which will provide better coordination between residences and the curriculum. Theme administration cited an understanding of how to make the Artist-in-Residence program work as an area "most improved" this year in the elementary arts magnets.

Infusion. Classroom visits revealed that infusion of the theme had remained constant for the last three years being observed in only half the visits (Table 3). Teachers perceived infusion activities to have occurred much more frequently (87%) than that indicated from observation (51%). Also, a simple infusion strategy employing theme-related vocabulary was used in only 46% of observed classes, and the use of theme-related vocabulary has declined since the first year of implementation. Over one-third of teachers reported that their school did not offer planning sessions on infusion (29%) or had no opinion (14%). Response to the questionnaire revealed that math, science and

Table 3

Visual and Performing Arts Elementary Schools
Building and Classroom Observations
Percent of Observations

Evidence Category	1988-1989	1989-1990	1990-1991
Physical Evidence of Theme			
Student work displayed throughout school and in classrooms	63%	100%	88%
Theme displays/posters throughout school and in classrooms	82%	85%	78%
Classroom Observations			
Theme vocabulary displayed,used by teachers and students	59%	41%	46%
Teachers infuse theme	50%	51%	51%
Students participating in lesson and engaged in lesson appropriate activity	-----	98%	87%

Note: Percentages are rounded to the nearest whole percent and denote frequency of category occurrence.

language were the subjects most difficult to infuse. Perhaps more in-service programs would be beneficial, with particular attention given to strategies relevant to those subject areas.

Building and Classroom Observations. The halls and classrooms in each school displayed a rich variety of student work representative of all theme strands (*e.g.*, paintings, sculpture, collages, masks, ichnographic art, banners, etc.). Non-student, but theme-related, works were evident to a lesser extent, but all strands were well represented. Special events recognized nationally (*i.e.*, Black History Month, Presidents Week, Valentines Day, Halloween) and occasions taken from school curricula, such as the "Hall of Beethoven," "Artist of the Week," "Books Will Take You Anywhere," "A World of Performance," and various residencies (*i.e.*, Alvin Ailey American Dance Theater, Harlem Dance Theatre), adorned hallways and doors. Attention to the presentation (*e.g.*, framing and matting) of student work was nascent. Theme administration expressed satisfaction in the fact that the elementary arts schools were concerning themselves with presentation as well as production.

Theme Related Field Trips and Activities. In addition to regular curricular offerings, students were provided numerous opportunities and experiences in a variety of visual and performing arts field trips, special activities, and contests (a listing of the special activities provided to students, as reported by school leadership, appears in Appendix A). Students attended local arts events such as presentations at the Folly Theater, the Music Hall, The Coterie, and the Nelson-Atkins Museum of Art. Students performed (music and dramatic arts primarily) for the community and for the school regularly throughout the year.

Outstanding achievements include a Meservey fourth grade student who was cast in the Missouri Repertory Theatre's production of the play "Fences," and two students who won scholarships at the Nelson-Atkins Museum of Art. Two fourth grade students from Phillips placed second and third in an essay writing contest sponsored by a local radio station.

Perceptions

Student Perceptions. In order to determine student reaction to the theme, one classroom from each grade, second through fifth, at each of the elementary schools was selected randomly to receive the student questionnaire (approximately 25% of the student body). Questionnaire results through three years of implementation are presented in Table 4. Student perceptions of the current year at each school can be found in Appendix B, Table B-1. Student ratings of the magnet program for the past three years appear in Table 5; student ratings, by school, appear in Appendix B, Table B-2.

For the theme (Table 4), one-third of the elementary students described school as "mostly hard" (item 3, 34%) and 86% indicated they learned a lot this year (item 6). Of the theme strands, dance

Table 4

Visual and Performing Arts Elementary Schools
Student Perceptions
Spring 1989, 1990, 1991

Statement	1988-1989 (N =333) Yes	1988-1989 (N =333) No	1989-1990 (N =329) Yes	1989-1990 (N =329) No	1990-1991 (N =331) Yes	1990-1991 (N =331) No
1. It has been a good year.	73%	11%	75%	11%	68%	18%
2. School was mostly easy.	48%	40%	48%	37%	52%	39%
3. School was mostly hard.	35%	55%	37%	48%	34%	56%
4. My grades improved this year.	75%	10%	69%	12%	73%	10%
5. School was what I expected.	42%	43%	43%	44%	41%	45%
6. I learned a lot this year.	87%	4%	89%	5%	86%	8%
7. I enjoyed my art classes.	73%	18%	76%	15%	77%	15%
8. I enjoyed my music classes.	73%	15%	71%	18%	79%	16%
9. I enjoyed my dance classes.	84%	9%	82%	11%	83%	12%
10. I enjoyed my drama classes.	81%	15%	86%	7%	76%	16%
11. Music class made me more interested in music.	54%	28%	55%	28%	64%	25%
12. Dance class made me more interested in dance.	70%	19%	74%	17%	73%	17%
13. Drama class made me more interested in acting/playwriting.	74%	15%	75%	14%	72%	19%
14. Art class made me more interested in art.	65%	25%	68%	22%	66%	25%
15. I participated in a school performance this year.	87%	12%	82%	15%	83%	15%
16. I enjoyed the Artist-in-Residence program.	88%	3%	82%	5%	81%	9%
17. I enjoyed the field trips.	97%	1%	92%	3%	88%	6%
18. I would recommend my school to a friend.	67%	16%	66%	14%	69%	14%

Note: Percentages are rounded to the nearest whole percent. Difference from 100% for each statement represents the proportion of "don't know" response.

continued to hold most favored class status (item 9, 83%). Music (item 8, 79%), art (item 7, 77%) and drama (item 10, 76%) followed in rank, with drama bumped to fourth place just this year. At least two-thirds of the students believed that exposure to the arts at school had increased their interest in the arts (items 11 through 14). The Artist-in-Residence program (item 16, 81%) and field trips (item 17, 88%) were enjoyed by the majority of students every year. At least 80% of the student population participated in a school performance every year (item 15). The acceptance and satisfaction of the theme by the students is best summarized in their ratings of the program (Table 5). The

Table 5

Visual and Performing Arts Elementary Schools
Student Ratings of the Magnet Program

Rating	1988 - 1989	1989 - 1990	1990 - 1991
Excellent	52%	50%	48%
Good	25%	30%	24%
Average	15%	13%	18%
Below Average	4%	4%	4%
Poor	5%	4%	6%

Note: Percentages are rounded to the nearest whole percent.

ratings varied little through the years with approximately three-fourths of the students finding the program excellent or good.

A large proportion of the students from each school indicated that the arts program was not what they expected (see Appendix B, Table B-1). However, the majority enjoyed the visual and performing arts theme at every school. However, ratings of the program were down as compared to last year at Gladstone, Longfellow and Phillips (Appendix B, Table B-2).

Teacher Perceptions. All teachers at each of the four elementary visual and performing arts magnet schools were given the opportunity to respond to questionnaires twice during the school year, fall and spring. Responses to the spring questionnaire through three years of implementation are presented in Table 6, and for the current year by school (Appendix B, Table B-3).

A high percentage of teachers stated they enjoy teaching the theme this year which complements that of the first year of implementation (Table 6, item 1, 96% and 95%, respectively). Yet, certain categories of response reveal a decline in teacher satisfaction through three years of implementation. The environment of the school was measured by questions pertaining to compatible school climate (item 3, from 84% to 60% and item 4, from 61% to 41%), existence of building level support (item 12, from 81% to 63%), and cooperation between arts and regular teachers (item 15, from 80% to 69%). As indicated, the percentage of favorable responses to these questions declined considerably through time. Some problems with implementation appeared this year as well. Comparatively, fewer teachers felt the theme was implemented according to the goals and objectives (item 2, from 88% to 72%) and there was a reduction in the number of teachers whose students participated in field

Table 6

Visual and Performing Arts Elementary Scxhools
Teacher Perceptions
Spring 1989, 1990, 1991

Statement	1988-1989 (N =71) Yes	1988-1989 (N =71) No	1989-1990 (N =87) Yes	1989-1990 (N =87) No	1990-1991 (N =85) Yes	1990-1991 (N =85) No
1. I enjoy teaching the theme.	95%	5%	98%	-----	96%	4%
2. This school is implementing the theme according to identified goals and objectives.	88%	11%	87%	8%	72%	21%
3. The school climate is conducive to theme.	-----	-----	84%	11%	60%	33%
4. The school climate is better than last year.	-----	-----	61%	15%	41%	36%
5. I am satisfied with staff development/in-services regarding the theme.	73%	22%	77%	12%	75%	17%
6. Supplies and material were sufficient to teach the theme.	87%	10%	77%	14%	70%	24%
7. Supplies and materials were sufficient to teach the core curriculum.	-----	-----	84%	3%	80%	10%
8. My students participated in theme-related field trips.	-----	-----	93%	3%	76%	11%
9. I am satisfied with the quality of field trips.	-----	-----	88%	3%	86%	6%
10. I was able to infuse the theme in the basic curricula.	84%	8%	86%	8%	87%	2%
11. The school offers planning sessions on ways to infuse the theme.	-----	-----	67%	17%	57%	29%
12. Building level administrative staff provided support to implement the theme.	81%	14%	74%	15%	63%	30%
13. Students are making good academic progress.	-----	-----	82%	10%	77%	11%
14. Students are making good academic progress because of theme.	66%	20%	57%	18%	60%	27%
15. Arts and regular teachers work together to implement the theme.	-----	-----	80%	14%	69%	24%
16. Students enjoy working in the theme.	95%	3%	95%	-----	95%	4%
17. The theme has improved desegregation.	70%	21%	71%	13%	65%	19%

Note: Percentages are rounded to the nearest whole percent. Difference from 100% in each statement represents the proportion of "no opinion" response.

trips (item 8, from 93% to 76%). Finally, teacher "excellent" or "good" ratings of the program have dropped from 73% in 1988-1989 to 49% currently (Table 7).

Appendix B, Tables B-3 and B-4 report teacher perceptions by school for the current year. The teachers at every elementary arts school were dissatisfied with staff development and in-service programs. They assessed the programs as stale and irrelevant to their needs. Specific issues were

Table 7

Visual and Performing Arts Elementary Schools
Teacher Ratings of the Magnet Program

Rating	1988 - 1989	1989 - 1990	1990 - 1991
Excellent	45%	38%	18%
Good	28%	44%	31%
Average	14%	13%	16%
Fair	6%	6%	23%
Poor	8%	-----	13%

Note: Percentages are rounded to the nearest whole percent.

raised by teachers at Longfellow and Phillips. Throughout the last two years of implementation, the area needing the greatest improvement was revealed as school climate. At Longfellow this year, less than one-half of the teachers perceived the school climate as improved and conducive to the theme which compares unfavorably to the three-fourths with a favorable perception last year. The teachers defined "school climate" in comments made in response to several questions. Over one-half of the comments cited non-cooperative attitude among the staff and the lack of strong, consistent leadership as difficulties at Longfellow. The questionnaire response supports the write-in comments. Slightly more than half of the teachers felt the arts and regular teachers worked together to implement the theme (item 15, 55%), with 46% responding "no" or "no opinion". It seems an "Us" vs. "Them" attitude existed during the 1990-1991 year at Longfellow.

Teacher ratings of the magnet program at Longfellow through three years of implementation show a marked improvement in ratings the second year of implementation which was followed by a sharp decline currently (Appendix B, Table B-4).

A concern similar to that at Longfellow was expressed by teachers at Phillips. School climate, staff development programs, and access to supplies and materials needed to effectively teach the theme received a large negative response. Fifty-two percent of the teachers felt school climate was not conducive to the theme (item 3) and only 36% saw improvement from last year (item 4). Teacher comments about school climate were directed predominantly at school leadership. The administration was characterized as dictatorial, uncooperative, rigid and uncommunicative in two-thirds of staff comments. Forty-eight percent characterized building level support of theme implementation as non-existent or inhibitory (item 12 with write-in comments). Specifically regarding the latter, the

teachers indicated difficulty in getting needed supplies from the school office and disregard of teacher input on issues of theme implementation. Teacher ratings through three years of implementation reflect the declining morale at Phillips (Appendix B, Table B-4).

Parent Perceptions. A random sample of 25% of the parents of students from each of the four elementary arts magnets were given the opportunity to present their perceptions of the theme and school. Responses to the telephone survey for three years of implementation are in Table 8. Current year responses by school are in Appendix B, Table B-5.

Generally, parent perception of the magnet theme and school their child attended improved through three years of implementation (Table 8). At least 80% expressed satisfaction with the facility (item 9), theme (item 8), teachers (item 4), principal (item 5), and school-based communications (item 7). Better than 90% felt welcome at their children's school (item 6) and would recommend the visual and performing arts magnet school to other parents (item 10). Interestingly, a greater percentage of non-minority parents (97%) felt welcome as compared to minority (89%). Yet, relatively more minority parents (94%) would recommend the school than non-minority (83%).

Parents reported slightly greater satisfaction with their children's progress in the theme (item 2, 87%) than in basic skills (item 3, 83%). Furthermore, the approval for the latter has declined since the theme first began in 1989. This perception varied little among schools (Appendix B, Table B-5) which suggests that the perceived need for greater emphasis upon academics occurred at all four schools. Indeed, in only a few categories were inter-school differences in parent perceptions found. These include: compared to Meservey and Phillips, parents of Gladstone and Longfellow students perceived increased enjoyment and mention of school by their child since the arts theme was implemented (items 11 and 12); parent participation in school conferences and programs (items 9 and 10) was greater at Gladstone and Meservey than at Longfellow and Phillips; more parents from Gladstone and Meservey as compared to Longfellow and Phillips characterized the principal as responsive to their concerns (item 5).

From Table 9, the majority of parents chose the elementary arts magnet because their child attended last year (70%) or because they liked the theme (68%). Another predominate reason was because the school was in the neighborhood (45%). Meservey and, to a lesser extent, Phillips were "neighborhood schools" more so than Gladstone and Longfellow (Appendix B, Table B-5). Marked ethnic differences exist in parent reasons for choosing the visual and performing arts theme. Minorities chose the theme primarily because their child attended last year (80%) or because they

Table 8

Visual and Performing Arts Elementary Schools
Parent Perceptions
Spring 1989, 1990, 1991

Statement	Response Alternatives	1988-1989 N	1988-1989 %	1989-1990 N	1989-1990 %	1990-1991 N	1990-1991 %
1. I understand the Visual and Performing Arts magnet theme.	Agree	210	77%	251	82%	296	92%
	Disagree	57	21%	49	16%	26	8%
	No Opinion	5	2%	5	2%	—	——
2. I am satisfied with the progress my child has made at the Visual and Performing Arts school.	Agree	236	87%	269	88%	279	87%
	Disagree	27	10%	29	10%	36	11%
	No Opinion	9	3%	7	2%	7	2%
3. I am satisfied with the progress my child has made in basic skills, such as reading, writing, and arithmetic.	Agree	236	87%	254	83%	268	83%
	Disagree	29	11%	40	13%	44	14%
	No Opinion	7	2%	11	4%	10	3%
4. Overall, I am satisfied with my child's teachers.	Agree	237	87%	263	86%	284	88%
	Disagree	23	8%	28	9%	21	7%
	No Opinion	12	4%	14	5%	17	5%
5. Overall, the principal of the Visual and Performing Arts school is responsive to my concerns.	Agree	200	74%	251	82%	258	80%
	Disagree	33	12%	27	9%	40	12%
	No Opinion	39	14%	27	9%	24	8%
6. My participation as a parent/guardian is welcomed at the arts school.	Agree	249	92%	282	92%	304	94%
	Disagree	12	4%	15	5%	15	5%
	No Opinion	11	4%	8	3%	3	1%
7. The newsletters, notes, messages, or phone calls from my child's school have been understandable and helpful to me.	Agree	238	87%	268	88%	301	94%
	Disagree	24	9%	24	8%	19	6%
	No Opinion	10	4%	13	4%	2	1%
8. Overall, I am satisfied with the Visual and Performing Arts magnet school.	Agree	233	86%	267	88%	297	92%
	Disagree	28	10%	28	9%	19	6%
	No Opinion	11	4%	10	3%	6	2%
9. My child's school is kept clean and in good repair.	Agree	249	91%	277	91%	312	97%
	Disagree	7	3%	12	4%	6	2%
	No Opinion	16	6%	16	5%	4	1%
10. I would recommend the Visual and Performing Arts school to other parents.	Agree	240	88%	270	88%	292	91%
	Disagree	20	7%	24	8%	24	8%
	No Opinion	12	4%	11	4%	6	2%
11. The school bus or taxi takes my child to school and back in a reasonable amount of time.	Agree	152	83%	156	73%	197	90%
	Disagree	23	12%	48	23%	20	9%
	No Opinion	9	5%	9	4%	1	1%
12. The school bus or taxi provides safe transportation for my child.	Agree	121	66%	156	73%	218	68%
	Disagree	38	21%	39	18%	104	32%
	No Opinion	25	13%	18	8%	——	———

Table 8 (Continued)

Visual and Performing Arts Elementary Schools
Parent Perceptions
Spring 1989, 1990, 1991

Statement	Response Alternatives	1988-1989 N	1988-1989 %	1989-1990 N	1989-1990 %	1990-1991 N	1990-1991 %
13. My child attends the extended day program.	Agree	108	40%	137	45%	154	48%
	Disagree	164	60%	167	55%	168	52%
	No Opinion	—	—	1	3%	—	—
14. I believe the extended day program which runs before and after school, gives proper supervision to students.[1]	Agree	89	82%	119	87%	138	90%
	Disagree	9	8%	9	6%	11	7%
	No Opinion	10	9%	9	6%	5	3%
15. I believe the extended day program gives enough emphasis to academic activities.[1]	Agree	80	74%	106	77%	114	74%
	Disagree	14	13%	18	13%	27	18%
	No Opinion	14	13%	13	9%	13	8%
16. The extended day program was one of the reasons I enrolled my child in the Cisual and Performing Arts magnet school.[1]	Agree	44	41%	39	28%	58	38%
	Disagree	64	59%	98	71%	96	62%
	No Opinion	—	—	—	—	—	—

Note: Percentages are rounded to the nearest whole percent.

1 Based on number of parents who enrolled their child in extended day.

Table 9

Visual and Performing Arts Elementary Schools
Reasons Parents Chose the 1990-1991 Program
(N =323)

Reasons	% Responding Affirmatively
Liked magnet theme	68%
Neighborhood school	45%
Attended last year	70%
Other children in this school	28%
Other reasons	19%

Note: Percentages are rounded to the nearest whole percent. Parents could respond positively to more than one category.

liked the theme (63%). The non-minority response was the inverse of minority parents with 81% enrolled because they liked the theme and 44% because they attended last year.

Two-thirds of parents who used district transportation stated it was safe (Table 8). Again, perceptions varied among schools. From Appendix B, Table B-5, it is noted that negative response of parents at Phillips lowered the average (item 23). Relatively more non-minority than minority parents reported that they used district transportation (77% vs. 64%), and safety was a concern of slightly more non-minority parents (22%) as compared to minority (15%).

Ninety-three percent of parents believed their child was safe at school. Again, relatively more minority parents felt their child was safe (97%) as compared to non-minority (84%).

Extended Day. Each of the four elementary schools had an extended day program both before and after school. The programs varied in emphasis, arts or academics, by school. Generally, activities were structured to provide remedial and/or reinforcement of basic skills (*e.g.*, language, math, reading) and enrichment opportunities in the arts. Clubs may convene during extended day periods as well. A sample listing of extended day activities offered at the schools as provided by school leadership is in Appendix C. Interestingly, 57% of teachers felt the extended day program at their school was well implemented. This finding suggests the need for improvement in the extended day programs at each of the elementary arts magnets.

The majority of the parents (62%) did not enroll their child in one of the elementary arts magnet because of the availability of extended day. Longfellow and Phillips attracted relatively more students because of extended day than Gladstone or Meservey (Appendix B, Table B-4). Also, 43% of non-minority as compared to 36% of minority parents enrolled because of extended day. The majority of parents were satisfied with the academic activities (74%) and the supervision given their child (90%) while in extended day. However, relatively more minority parents (77%) than non-minority (60%) would prefer a greater emphasis upon academics in extended day.

Table 10 shows the extended day enrollment figures for the four elementary schools. A little less than half the students at the elementary schools attended extended day. The racial balance observed in the regular program essentially was mirrored in the extended day program at each of the schools.

Achievement

Student achievement is measured by end of the year standardized tests. For the elementary schools, these tests are the Iowa Tests of Basic Skills (ITBS) and Missouri Mastery and Achievement

Table 10

Visual and Performing Arts Elementary Schools
Extended Day Enrollment
End-of-Year 1991

School / Ethnicity	Morning N	Morning %	Afternoon N	Afternoon %	Both N	Both %	Total N	Total %
Gladstone								
Minority	14	48%	62	58%	66	55%	142	57%
Non-Minority	15	52%	45	42%	48	42%	108	43%
Longfellow								
Minority	61	73%	84	75%	38	70%	83	68%
Non-Minority	23	27%	28	25%	16	30%	39	32%
Meservey								
Minority	55	69%	128	84%	35	67%	176	85%
Non-Minority	25	31%	24	16%	17	33%	32	15%
Phillips								
Minority	39	60%	21	72%	96	91%	156	78%
Non-Minority	26	40%	8	28%	10	9%	44	22%

Note: Percentages are rounded to the nearest whole percent.

Tests (MMAT). MMAT results for third graders are reported in average scale scores and can be compared to district and state scores.

ITBS results are reported for the baseline year and the three years of magnet theme implementation. Scores in the subtests of reading, mathematics and language for minority and non-minority groups are given. The percentile ranks reported are converted from mean grade equivalent scores and indicate the relative performance of the students as compared to the 1985 national norms. Trends in ITBS scores through time are examined using cohort analyses. Also, the academic achievements of elementary arts magnet students are compared to a sample of students from traditional elementary schools using statistical analysis of variance or covariance.

ITBS. ITBS scores are presented for each of the elementary arts magnet in Table 11. District averages and national norms are presented for reference. The scores vary considerably across time and fluctuate widely through time within a grade and ethnic group. A means of assessing the achievement of the elementary arts magnets is enabled through cohort analysis. The kindergarten cohort entering any one of the arts magnet schools in the 1989-1990 academic year would be in second grade for the 1990-1991 year, and would have three years of magnet theme experience. A longitudinal study of their ITBS scores provides a reliable measure of the impact of the visual and performing arts theme on student achievement. Results of the ITBS tests for the 1989 kindergarten

Table 11

Visual and Performing Arts Elementary Schools
Iowa Tests of Basic Skills Percentile Ranks
Spring 1988, 1989, 1990, 1991

School / Grade / Ethnicity	Reading						Language						Math					
	1988	1989	1990	1991	Dist. 1991	Nat'l. Norm	1988	1989	1990	1991	Dist. 1991	Nat'l. Norm	1988	1989	1990	1991	Dist. 1991	Nat'l. Norm
Gladstone																		
Kindergarten																		
Minority	---	80	79	---	---	50	---	50	51	40	61	50	---	64	45	55	64	50
Non-Minority	---	77	89	---			---	56	71	75			---	70	78	84		
First																		
Minority	---	85	73	27	53	50	---	85	87	64	73	50	---	81	70	29	65	50
Non-Minority	---	91	82	33			---	98	92	70			---	95	77	46		
Second																		
Minority	---	50	51	46	50	50	---	59	61	66	64	50	---	45	52	49	64	50
Non-Minority	---	77	87	59			---	74	86	77			---	73	76	61		
Third																		
Minority	---	49	37	37	44	50	---	55	45	55	57	50	---	33	37	40	48	50
Non-Minority	---	68	60	45			---	77	71	72			---	57	60	59		
Fourth																		
Minority	---	43	46	29	39	50	---	58	53	37	49	50	---	41	52	32	45	50
Non-Minority	---	67	80	55			---	70	78	61			---	62	74	57		
Fifth																		
Minority	---	40	37	37	---	50	---	35	49	44	61	50	---	28	32	37	64	50
Non-Minority	---	39	65	69			---	39	63	66			---	30	46	63		

Table 11 (Continued)

Visual and Performing Arts Elementary Schools
Iowa Tests of Basic Skills Percentile Ranks
Spring 1988, 1989, 1990, 1991

School / Grade / Ethnicity	Reading						Language						Math					
	1988	1989	1990	1991	Dist. 1991	Nat'l. Norm	1988	1989	1990	1991	Dist. 1991	Nat'l. Norm	1988	1989	1990	1991	Dist. 1991	Nat'l. Norm
Longfellow																		
Kindergarten																		
Minority	77	83	77	---	---	50	44	61	52	50	61	50	59	66	61	53	64	50
Non-Minority	80	92	84	---			65	97	66	74			75	90	86	70		
First																		
Minority	50	49	60	44	53	50	65	54	72	59	73	50	56	53	71	59	65	50
Non-Minority	47	65	72	66			71	73	83	78			68	72	80	87		
Second																		
Minority	59	32	36	47	44	50	68	40	42	54	64	50	61	39	34	49	64	50
Non-Minority	66	57	76	55			73	50	78	67			79	46	59	53		
Third																		
Minority	41	27	39	21	44	50	53	34	42	38	57	50	44	29	31	23	48	50
Non-Minority	17	54	37	65			37	55	33	57			27	53	32	42		
Fourth																		
Minority	27	33	28	33	39	50	28	41	36	35	49	50	23	33	25	32	45	50
Non-Minority	38	38	47	41			41	49	40	37			29	42	41	40		
Fifth																		
Minority	54	25	39	28	40	50	65	28	48	41	48	50	48	18	28	30	41	50
Non-Minority	69	69	51	41			69	57	57	45			49	47	46	35		

Table 11 (Continued)

Visual and Performing Arts Elementary Schools
Iowa Tests of Basic Skills Percentile Ranks
Spring 1988, 1989, 1990, 1991

School / Grade / Ethnicity	Reading						Language						Math					
	1988	1989	1990	1991	Dist. 1991	Nat'l. Norm	1988	1989	1990	1991	Dist. 1991	Nat'l. Norm	1988	1989	1990	1991	Dist. 1991	Nat'l. Norm
Meservey																		
Kindergarten																		
Minority	78	87	83	---	---	50	50	64	61	54	61	50	59	78	78	60	64	50
Non-Minority	---	90	89	---			---	80	66	62			68	82	83	75		
First																		
Minority	56	54	71	53	53	50	76	75	86	67	73	50	64	56	78	56	65	50
Non-Minority	---	92	80	72			---	98	91	83			---	94	89	79		
Second																		
Minority	64	68	85	76	50	50	76	83	92	87	64	50	68	81	96	83	64	50
Non-Minority	42	63	92	87			74	84	96	90			59	93	99	92		
Third																		
Minority	36	50	54	34	44	50	50	51	65	44	57	50	41	46	55	31	48	50
Non-Minority	---	43	61	81			---	44	72	68			---	61	68	62		
Fourth																		
Minority	28	23	38	29	39	50	36	33	50	53	49	50	31	27	44	47	45	50
Non-Minority	48	60	49	62			63	60	63	76			60	50	65	70		
Fifth																		
Minority	31	20	25	35	40	50	37	34	34	35	64	50	29	26	27	28	41	50
Non-Minority	86	50	62	54			76	63	54	56			87	46	68	41		

Table 11 (Continued)

Visual and Performing Arts Elementary Schools
Iowa Tests of Basic Skills Percentile Ranks
Spring 1988, 1989, 1990, 1991

School / Grade / Ethnicity	Reading						Language						Math					
	1988	1989	1990	1991	Dist. 1991	Nat'l. Norm	1988	1989	1990	1991	Dist. 1991	Nat'l. Norm	1988	1989	1990	1991	Dist. 1991	Nat'l. Norm
Phillips																		
Kindergarten																		
Minority	84	92	83	---	53	50	64	70	63	68	61	50	68	94	87	76	64	50
Non-Minority	69	92	96	---			58	85	82	80			30	94	95	90		
First																		
Minority	51	59	74	63	53	50	77	78	91	88	73	50	59	64	81	83	65	50
Non-Minority	---	64	90	70			---	71	97	93			---	73	91	92		
Second																		
Minority	41	44	49	57	50	50	61	64	72	77	64	50	55	53	56	67	64	50
Non-Minority	1	29	68	58			6	43	78	74			5	41	74	67		
Third																		
Minority	44	44	59	53	44	50	60	66	74	74	57	50	47	48	58	65	48	50
Non-Minority	42	56	39	70			74	68	44	80			32	93	52	65		
Fourth																		
Minority	25	44	33	38	39	50	44	49	57	55	49	50	32	41	48	40	45	50
Non-Minority	---	51	51	32			---	46	64	47			---	49	64	40		
Fifth																		
Minority	35	31	48	36	40	50	55	52	65	63	48	50	43	49	51	66	41	50
Non-Minority	---	44	62	47			---	64	72	70			---	70	79	61		

Note: Percentile ranks are converted from mean grade equivalent scores and are based on individual student norms.

cohort for three years of testing are depicted in Figures 1 through 3. Several general patterns emerged. Both minority and non-minority kindergarten cohort scores were above the national norms of 50 for all subtests and for every year of theme implementation. Also, minority and non-minority kindergarten cohorts revealed identical temporal patterning, even though one cohort typically outperformed the other in a given year. The non-minority cohort had higher scores than the minority cohort in reading and language. In math, scores for the minority cohort surpassed those of the non-minority cohort in the second grade.

Each subtest demonstrated a distinctive diachronic trend. Reading scores declined in both minority and non-minority kindergarten cohorts since the first year of implementation (Figure 1). The difference between ethnic groups was greatest in the first grade then narrowed in the second grade to approximate that observed in kindergarten. Language was the only subtest that showed improvement through time (Figure 2). Scores declined after kindergarten then improved markedly during the second grade. The decline was less steep in the non-minority kindergarten cohort. Math scores for the kindergarten and first grade were similar then declined during the second year, with minorities outperforming non-minorities in second grade (Figure 3). Similar to language, the drop was greatest for the non-minority kindergarten cohort as compared to the minority cohort.

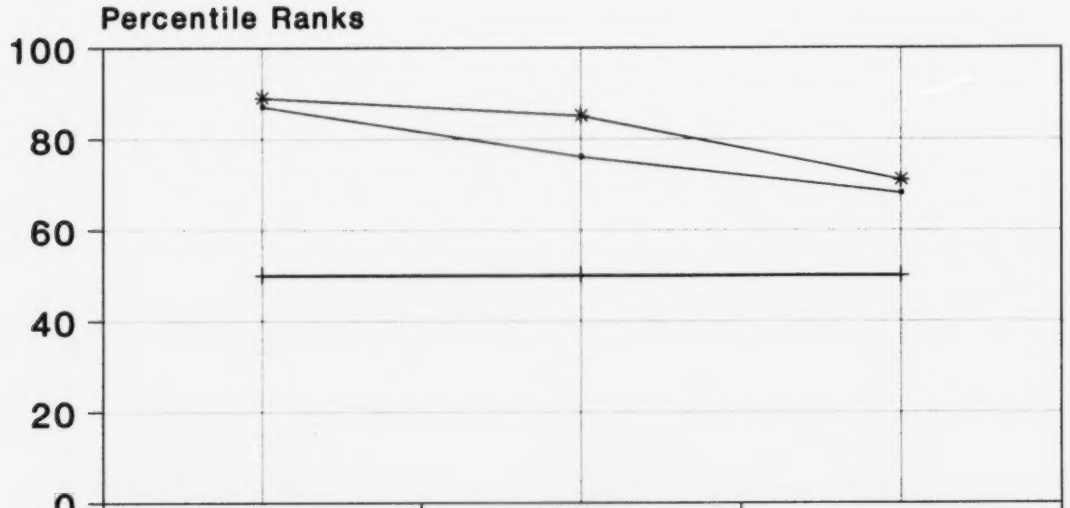
ITBS arts compared to traditional schools. In order to examine differences in the ITBS scores of the elementary arts students and traditional elementary school students a random sample of the district's traditional school students was selected at each grade to produce comparison groups. Approximately equal numbers of students were sampled at each grade with a resulting comparison of 1144 elementary arts magnet students and 1097 traditional elementary students.

As a means of compensating for pre-existing differences in achievement between the magnet and traditional groups when they entered the 1990-1991 school year, selected covariates were used for grades three through five. For third, fourth and fifth grade students, the Cognitive Abilities Test (CogAT) scores were used as the covariate. Analysis of covariance procedures with grade equivalent ITBS scores as the measure of achievement were performed. The adjusted mean scores were converted to percentile ranks for presentation. A suitable covariate was not available for kindergarten through grade two. For this reason, analysis of variance was conducted using 1991 ITBS scores.

The results of these analyses are presented in Table 12. Statistically significant mean differences were found between magnet and traditional students for at least one subtest in every grade. While magnet kindergarten through second graders outperformed traditional students in each subtest, the differences were statistically significant ($p<.05$) in reading (second grade), language (first and

FIGURE 1

ITBS Reading Achievement
1989 Kindergarten Cohorts

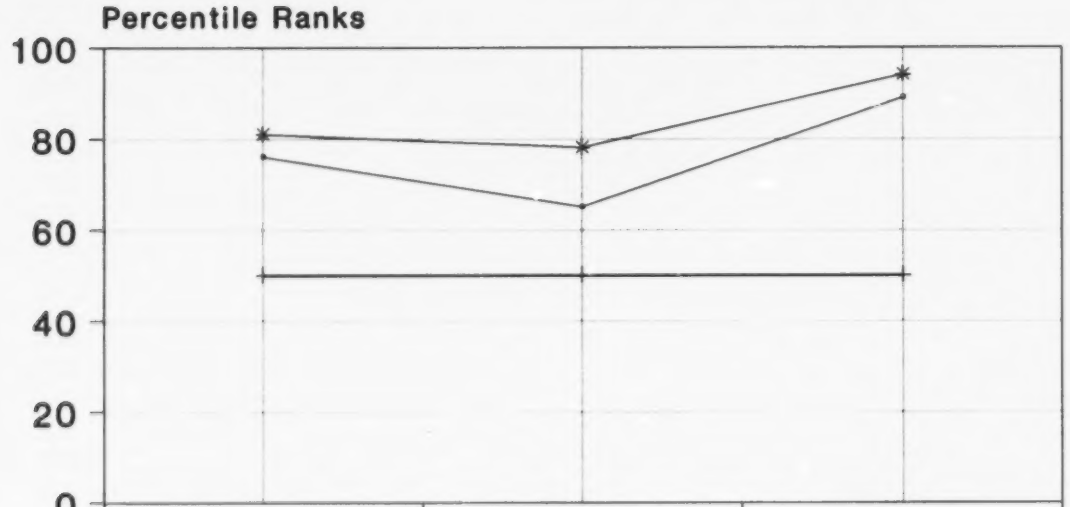


	Kindergarten	First	Second
Minority	87	76	68
Non-minority	89	85	71
National	50	50	50

Note:Percentile ranks were converted from mean grade equivalent scores.

FIGURE 2

ITBS Language Achievement
1989 Kindergarten Cohorts

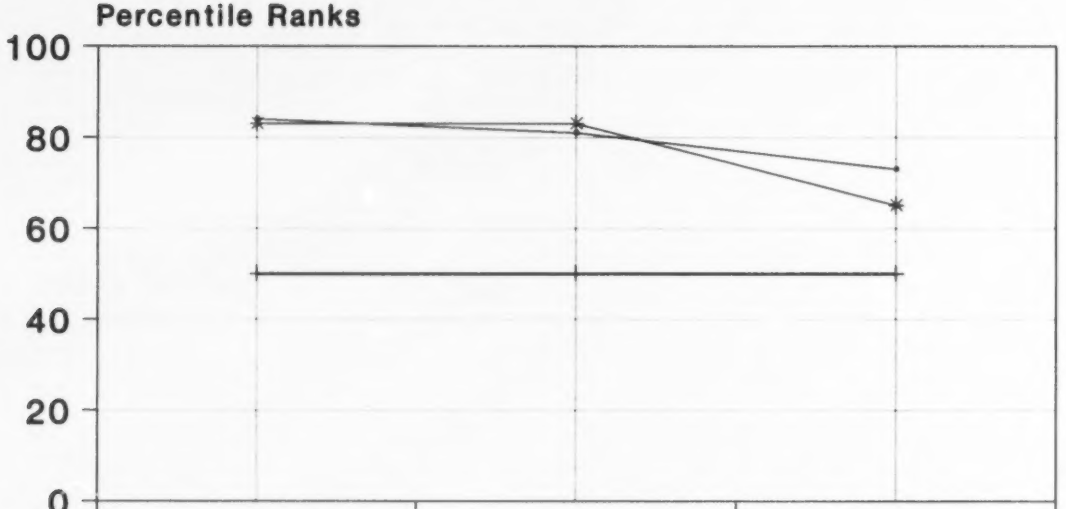


	Kindergarten	First	Second
Minority	76	65	89
Non-minority	81	78	94
National	50	50	50

Note:Percentile ranks were converted from mean grade equivalent scores.

FIGURE 3

ITBS Math Achievement
1989 Kindergarten Cohorts



	Kindergarten	First	Second
Minority	84	81	73
Non-minority	83	83	65
National	50	50	50

Note:Percentile ranks were converted from mean grade equivalent scores.

Table 12

Summary Data Comparing Arts Elementary Students and Randomly Selected Traditional Elementary Students

Test Grade	Arts	Traditional	Probability
Reading			
First	55	48	.35
Second	69*	37	.00
Third	42	59	.06
Fourth	33	55*	.00
Fifth	32	55*	.00
Language			
Kindergarten	62	59	.63
First	78*	59	.00
Second	83*	50	.00
Third	56	74*	.02
Fourth	48	66	.11
Fifth	45	62*	.00
Math			
Kindergarten	73*	47	.00
First	70*	50	.02
Second	75*	41	.00
Third	45	59	.67
Fourth	41	57	.09
Fifth	41	57*	.04

Note: Data presented are adjusted mean scores which were converted from grade equivalent to percentile scores. Kindergarten, first, and second grade analyses were conducted using 1991 ITBS scores. Third, fourth, and fifth grade analyses were conducted using the Cognitive Abilities Test score as the covariate.

* Denotes that the difference between magnet and traditional students was significant at $p < .05$.

second grade), and math (kindergarten through second grade). Traditional students in the third through fifth grades outperformed magnet students with statistically significant differences appearing in reading (fourth and fifth grades), language (third and fifth grades), and math (fifth grade). The reversal in performance observed between magnet and traditional students after the second grade may be explained in part by the analytical procedure performed on the data. Because of the selection process for magnet schools, there may have been pre-existing differences between magnet and traditional kindergarten through second grades that could not be controlled in the analyses.

MMAT. Table 13 displays the results of current year MMAT tests which were administered to third graders. MMAT scores are reported in average scale scores and can be compared to district and state averages. State averages were not met by any of the elementary arts magnets in either reading/language arts or math. However, district averages were exceeded in reading/language arts by Gladstone, Meservey and Phillips. Gladstone and Phillips also exceeded district averages in math. According to the *Missouri Mastery and Achievement Tests, Guide to Score Interpretation and Use* (Missouri Department of Elementary and Secondary Education, 1990), a meaningful difference between groups occurs if 25 points or more separates their scores. By this criteria, when compared to the state, students from the elementary arts magnets were weak in reading/language arts (excluding Phillips) and math (excluding Gladstone and Phillips).

Summary and Recommendations

The four elementary visual and performing arts magnet schools completed their third year of operation. All schools have been operating from their permanent site since Gladstone occupied their new building at the beginning of this school year. The program at each school was well-ingrained by the third year and an "arts" character distinctive to each school was evolving. The evolutionary rate varied among schools, but all schools demonstrated theme definition and progress as outlined in the Long Range Plan. All areas of implementation (*e.g.*, infusion, special programs, community involvement) were expressed and were becoming tailored around the population of parents, students

Table 13

Visual and Performing Arts Elementary Schools
Missouri Mastery & Achievement Tests
Average Scale Scores, Third Grade
Spring 1991

School	Reading/ Language Arts	Math
Gladstone	283	309
Longfellow	257	254
Meservey	281	277
Phillips	311	321
District	274	289
State	321	326

and teacher unique to each school. Many of the problems observed to exist were not theme-related, but rather in the realm of interpersonal relations and teacher satisfaction.

Enrollment at each elementary arts magnet was above 90% of capacity. With few exceptions, there was some room for more students at every grade level in every school. Efforts to achieve desegregation goals were moderately successful. After three years, each school progressed toward the desegregation guidelines, yet not every grade met annual minority/non-minority enrollment goals. Currently, all schools failed to meet the court-ordered minority enrollment goals for kindergarten. Minority enrollment goals were met (1) at Gladstone first through fifth grades, (2) at Phillips first, second, fourth and fifth grades, (3) at Meservey first, second, third and fourth grades, and (4) at Longfellow first and third grades.

Only one area relevant to implementation was not as well developed as it should be in the third year. The frequency of observed infusion activities was low (51%) and the incidence had not improved from first year of implementation (50%). A much higher percent of teachers (87%) believed they were infusing the theme into the core curricula. Yet, only 57% reported their school had planning sessions on infusion. Teacher satisfaction with, and ratings of, their magnet program have decreased throughout the three years of implementation. Areas declining in favor were school climate, building level support, and cooperation between theme and regular teachers. These issues were of concern to teachers at Longfellow and Phillips primarily.

The arts magnet program have positively affected a majority of the students. Better than two-thirds believed that exposure to the arts programs increased their interest in the arts. Dance was the most favored theme strand followed by music, art and drama. At least 80% of the students participated in a school performance every year of implementation. Many thought school was hard and felt they were learning a lot. The parents shared their children's favorable perception of the arts program. Furthermore, the favor has increased throughout the years of implementation. This perception becomes more significant given the fact that the majority of parents chose an elementary arts magnet either because they liked the theme or because their child attended last year. An area needing improvement voiced by parents was a greater emphasis in academics. Parents expressed this opinion also in regard to extended day activities.

ITBS scores varied considerably through time and fluctuated widely within grades and ethnic groups. As a way of measuring the impact of the visual and performing arts theme on student achievement, a cohort of students was examined statistically. The 1989 kindergarten cohort was selected since they currently had three years experience in the arts magnet program. Across time,

both the minority and non-minority students of that kindergarten cohort scored above the national norms in reading, language and math. The non-minority cohort had higher scores than the minority in kindergarten and first grade. By the second grade, the minority cohort had surpassed the non-minority in math and language. Reading scores declined since the first year of implementation. Language scores declined after the first year of implementation but rose this year to a point well above kindergarten. Math scores varied little between the first and second years of implementation then fell sharply this year.

When statistical comparisons were made between elementary arts magnet students and traditional elementary students, it was found that the arts students outperformed the traditional in kindergarten, first and second grades. Statistically significant differences ($p<.05$) occurred in reading (second grade), language (first and second grade), and math (kindergarten through second). The opposite occurred in the third through fifth grades -- traditional elementary students outperformed the elementary arts magnet students. The differences were statistically significant in reading (fourth and fifth grades), language (third and fifth grades), and math (fifth grade). In grades three through five, it was possible to control for pre-existing differences using analyses of covariance with CogAT scores the covariate. A suitable covariate was not available for kindergarten through second grade.

Current year MMAT average scores in reading/language arts and math were below the state averages. The difference in averages between the elementary arts magnets scores and the state averages were meaningful with the exception of Phillips (both subtests) and Gladstone (math). District averages were exceeded in reading/language arts by Gladstone, Meservey and Phillips. In math, Gladstone and Phillips scored above the district averages.

Based upon the findings of this summative evaluation, the following recommendations are made:

1. Continue efforts to achieve the minority enrollment goals, especially at Longfellow. While all of the elementary arts magnet have not met the desegregation goals in every grade, Longfellow has achieved the 1990-1991 court-ordered minority enrollment in the fewest grades.

2. Facilitate greater emphasis on infusion and improve the quality of staff development/in-service programs. Observational data suggest that infusion strategies are not well implemented. Teachers reported a lack of quality in-service programs, particularly those considering theme implementation and infusion.

3. Consider placing a greater emphasis upon academics and explore methods to improve student achievement, especially of grades three through five. Parents expressed a desire for greater emphasis in basic skills both in school and in extended day. Standardized test scores drop considerably after kindergarten and continue the

trend into fifth. Traditional elementary school students outperformed arts magnet students from the third grade to the fifth.

4. Administration and teachers at Longfellow and Phillips must address issues of staff relations, communications and cooperation. The concern expressed by a majority of teachers was a non-cooperative school leadership and the polarity between arts and non-theme teachers.

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Appendix A

Visual and Performing Arts
Elementary Schools
Calendar of Events

CALENDAR OF EVENTS

ARTS SCHOOLS of KCMSD

February 1991

15	Friday Eve. Opening at the Mo. Repertory Theatre for "Fences," 8 p.m.	Paseo -UMKC
18	Vacation Day (Presidents' Day)--admin. closed	(all)
19	SAC mtg. instrumental music perf.(gr 3-5), 7 pm	Longf
20	Honor choir, dance & pantomime group perf. at IRS, African-American History theme	Msrvy
22	City in Motion Dance Theater performance, 2 p.m.	Gldst
25	Planning mtg. for Kit Bardwell residency, 8 a.m. -- 2nd & 3rd grades	Longf
25	Escher String Quartet Residency, all day	Gldst
25-Mar 1	"Harold and the Purple Crayon," Folly Theater's Children's Series (to age 10), 10am & 1pm	Folly
25-Mar 1	Tracy Millsap Storytelling Residency, grades 2 - 5	Gldst
26	KC Percussion Quartet performance, 2 p.m.	Gldst
26	Brotherhood Month Choir Concert, 7:30 p.m. (UMKC or sch.)	Paseo
27	Planning mtg. for Lolly Buxton residency	Gldst
27	Choir/Suzuki students perform for Black History & recruitment gathering, Main P.O., 12:30 p.m.	Longf
28	Honor choir, dance & pantomime group perf.--Belton, African-American History theme	Msrvy

March 1991

1	Lee Slusher Clay Residency, 4 demo workshops, K, K, 5, 5 classes	Gldst
1	John Patterson Poetry Performance, 10:30 a.m.	Longf
1	Chamber Choir Concert, 7:30 p.m.	Paseo
1-22	"Anything Goes" production and tech. scheduled for preparation/rehearsal--Extended Day	KCMSA
2	Auditions, 8 a.m. to Noon	Paseo
2	Wm. Jewell Series -- "Marriage of Figaro" opera	Paseo
4	Langston Hughes Reading and Portrayal, by John Patterson for 5th grades	Phlps
4- 8	Mark Lowry African Drumming Residency, grade 3	Gldst
4 -8	District testing: Degrees of Rdg. Power, (gr 5-11)	(all)
7	Trio Folklorico (African Music) performance, 10 am	Gldst
7 -8	John Patterson Poetry Residency	Paseo
8 -9	District Speech Tournament, Rockhurst High Sch.	Paseo
9	Heart of Am. Suzuki Assoc. violin wkshp., all day	Longf

11	Mark Lowery Percussion Workshop -- 7th hr.	Paseo
11	New & Rarely Performed Choralworks, 7:30 p.m. Chamber Choir/Artists/St. Louis Choir	Paseo
11-13	"Play to Win," Folly Theater's (ages 11-14) Theater for Young People, 10am & 1pm (Meservey will attend on the 12th)	Folly
12	Class Piano Studio Recital	Paseo
12	Douglas Niedt Guitar Workshop, 8th hr.	Paseo
12-18	District testing: ITBS (Kindergarten only)	(K-5)
12-19	District testing: ITBS (grades 3,4 & 5)	(K-5)
12-20	District testing: ITBS (grades 1 & 2)	(K-5)
13	State Ballet of MO performance, 10 a.m.	Gldst
13	Reception with "Play to Win" actors, grades 4 & 5 at the Bruce Watkins Cultural Heritage Ctr.	Msrvy
13-15	Mark Lowry African Drumming Residency, grade 3	Gldst
14	Kaleidoscope of Spring, 7:30 p.m.	Paseo
15	City in Motion Concert Series, 8 p.m.	Paseo
15-16	Theatre performance TBA, 7:30 p.m.	Paseo
18	"Living Drama" preparation for 21st, 8:30 a.m.	Paseo
18-22	Kit Bardwell Music Orff & Storytelling Residency -- 2nd & 3rd grades	Longf
18-22	Lolly Buxton Weaving & Fiber Art Residency, K & ?	Gldst
20-May 20	"Elementary Dance for Intermediate Youth" Westport-Roanoke Community Center, 3601 Roanoke Road; 10 wks. of weekly tap, ballet & modern dance for 6-13 yr. olds for $10; Wednesdays from 5:15 to 6:15 p.m.	KCMO
21	MRT "Living Drama" presentation of "Richard III" 10:30 a.m. - 2:00 p.m.	Paseo -UMKC
22	Second grade trip to Kaleidoscope	Longf
25-29	Vacation Days (Spring Break)--admin. closed 29th	(all)

April 1991

1- 2	Tour to middle schools	Paseo
2	Planning mtg. for Jerry Norris Pointillism Res.	Gldst
2	Planning mtg. for Kit Bardwell Arts/Aesth. Res.	Gldst
2	MRT "Living Drama" presentation of "Richard III" 10:30 a.m. - 2:00 p.m.	Paseo -UMKC
3 -5	"Land of Trash," Folly Theater's (ages 11-14) Theater for Young People, 10am & 1pm	Folly
4	Staff Development Day	(all)
4 -5	District Music Festival, CMSU	Paseo
5	Prairie Wind Dance Performance, 1 p.m.	Longf
5 -7	Theater Under the Stars auditions, all ages, Westport-Roanoke Community Center, 3601 Roanoke Road; call 444-3113 for more information	KCMO
8-12	District testing: MMAT sample (grades 2-10)	(all)
8-12	Jerry Norris Pointillism Residency, gr. 1 & 2	Gldst
8-12	Kit Bardwell Arts & Aesthetics Residency, K & 1	Gldst

9	Planning mtg. for Sharon Quimby Art Res., 8 a.m. -- Kindergarten & 1st grade	Longf
9	Jazz Workshop, 5th hr.	Paseo
9	"American Art" Workshop at Nelson Gallery, 5th grade, 10 a.m. to Noon	Longf
11-12	"The Tenderland," 7:30 p.m.	Paseo
13	Spring Arts Fair, all day	Longf
13	Children's Program from City in Motion--all KCMSD Arts elementaries invited to perform, 8:30 pm	Longf
15-26	Reggie Jones Dance Residency -- Jazz for 5th grade and Tap for 2nd grade	Longf
16-23	District testing: TAP (grades 9-12)	Paseo
17	Mark Lowrey, percussion, K-3, at 10:30 a.m.	Phlps
18	Trio Folklorico, for 3rd grade, 10:30 a.m.	Phlps
18	Voice Recital, 7:30 p.m.	Paseo
19-20	State Speech, Debate & Drama Tournament, UMC	Paseo
20	Auditions, 8 a.m. to Noon	Paseo
22	Earth Day all-school play performance, 2 p.m.	Msrvy
23	Wm. Jewell Series -- "Miami City Ballet"	Paseo
23	"World of Patterns" Workshop at Nelson Gallery, 3rd grade	Longf
23-26	"Hansel and Gretel," Folly Theater's Children's Series (to age 10), 10am & 1pm	Folly
26	Brookside Brass Instr. Music Residency, 3 wkshp.	Gldst
26	Brookside Brass performance, 2 p.m.	Gldst
26	City in Motion Concert Series, 8 p.m.	Paseo
26-27	State Music Festival, UMC	Paseo
27-31	Choir Tour (???)	Paseo
29	Planning mtg. for Liola Howard Art Res., 8 a.m. -- 4th & 5th grades	Longf
29	Wm. Jewell Series -- "Gewandhaus Orchestra"	Paseo
29-30	Reggie Jones Dance Residency -- 5th gr. target	Longf
29-30	Sharon Quimby Art Residency -- K/1	Longf
29-30	Hempstead Players Shakespearean Theatre Residency	Msrvy

May 1991

1	May Day Multi-Cultural Celebration	Paseo
1- 3	Sharon Quimby Art Residency -- K/1	Longf
1- 3	Reggie Jones Dance Residency -- 5th gr. target	Longf
2	Staff Development Day	(all)
3	Career Day	Longf
6- 10	Liola Howard Art/Photo Residency -- 4th & 5th gr.	Longf
7	"Collage" Workshop at Nelson Gallery, 10-11:30 am	Longf
7	Douglas Niedt Guitar Workshop, 8th hr.	Paseo
9	Planning mtg. for Richard Renner Juggling Res.	Gldst
11-12	All-School Musical	Paseo
13-17	District testing: MMAT-CRT (grades 3, 6, 8, 10)	(all)
14	"Line Around" Wksp at Nelson Gallery, 1st grade, 10-11:30 a.m.	Longf
17-18	All-School Musical	Paseo

20-24	Richard Renner Juggling Residency, grades 3-5	Gldst
21	"Sculpture" Wrkshp at Nelson Gallery, 4th grade, 10-11:30 a.m.	Longf
21	Instrumental Music Concert, 7:30 p.m.	Paseo
23	Auditions, p.m.	Paseo
27	Vacation Day (Memorial Day)--admin. closed	(all)
29	Class Piano Studio Recital	Paseo
30	Spring Program, Kindergarten thru 2nd grade, afternoon & evening performances	Longf
30	Dance Dept. Spring Gala, 7:30 p.m. (Visual Art Exhibit on display)	Paseo
31	Choral Dept. Spring Concert, 7:30 p.m.	Paseo

June 1991

4	"An Evening of Poetry and Visual Art"	Paseo
8	(Tentative) Auditions,	Paseo
11	Last day of school, if no snow day extension	(all)
12	Teachers' Work Day	(all)

July 1991

August 1991

September 1991

October 1991

November 1991

December 1991

January 1992

February 1992

March 1992

April 1992

May 1992

June 1992

Appendix B

Parent, Student, and Teacher Ratings and Perceptions by School

Appendix B Table B-1

Visual and Performing Arts Elementary Schools
Student Perceptions by School
Spring 1991

Item Content	Gladstone (N =85)		Longfellow (N =78)		Meservey (N =84)		Phillips (N =83)	
	Yes	No	Yes	No	Yes	No	Yes	No
1. It has been a good year.	63%	19%	47%	33%	85%	12%	77%	8%
2. School has been mostly easy.	47%	44%	44%	50%	60%	38%	55%	29%
3. School has been mostly hard.	39%	53%	34%	55%	30%	62%	33%	53%
4. Grades improved this year.	60%	13%	75%	12%	88%	2%	71%	12%
5. School was what was expected.	40%	45%	30%	58%	51%	42%	42%	37%
6. Learned a lot this year.	84%	7%	75%	18%	93%	4%	92%	4%
7. Enjoyed art classes.	67%	19%	77%	13%	69%	25%	95%	2%
8. Enjoyed music classes.	68%	24%	68%	23%	89%	10%	88%	8%
9. Enjoyed dance classes.	77%	17%	81%	13%	95%	4%	80%	15%
10. Enjoyed drama classes.	82%	8%	50%	39%	83%	11%	87%	8%
11. Music classes made me more interested in music.	47%	38%	51%	33%	77%	10%	81%	10%
12. Dance class made me more interested in dance.	66%	22%	68%	15%	84%	13%	71%	19%
13. Drama class made me more interested in drama.	74%	14%	55%	33%	77%	17%	81%	12%
14. Art class made me more interested in art.	61%	29%	58%	29%	63%	31%	82%	10%
15. Participated in performance.	77%	20%	87%	13%	83%	13%	87%	13%
16. Enjoyed Artist-in-Residence.	82%	8%	85%	9%	83%	11%	74%	7%
17. Enjoyed field trips.	74%	14%	99%	1%	95%	2%	88%	7%
18. Would recommend school to a friend.	65%	19%	62%	24%	83%	7%	63%	7%

Note: Percentages are rounded to the nearest whole percent. Difference from 100% in each item represents the proportion of "don't know" response.

Appendix B Table B-2

Visual and Performing Arts Elementary Schools
Student Ratings of Magnet Program by School

School Year	Excellent	Good	Average	Below Average	Poor
Gladstone					
1988-1989	51%	28%	14%	5%	3%
1989-1990	45%	29%	17%	4%	5%
1990-1991	54%	21%	19%	4%	2%
Longfellow					
1988-1989	41%	27%	21%	4%	7%
1989-1990	63%	26%	10%	1%	—
1990-1991	38%	21%	17%	9%	15%
Meservey					
1988-1989	47%	24%	17%	5%	7%
1989-1990	40%	25%	20%	9%	6%
1990-1991	44%	31%	20%	1%	4%
Phillips					
1988-1989	67%	22%	8%	1%	1%
1989-1990	50%	38%	6%	—	6%
1990-1991	54%	10%	15%	4%	9%

Note: Percentages are rounded to the nearest whole percent.

Appendix B Table B-3

Visual and Performing Arts Elementary Schools
Teacher Perceptions by School
Spring 1991

Item	Content	Response Alternatives	Gladstone (N =14)	Longfellow (N =22)	Meservey (N =23)	Phillips (N =25)
1.	Enjoy teaching theme.	Agree	100%	91%	96%	100%
		Disagree	——	——	——	——
		No Opinion	——	9%	4%	——
2.	School implementing theme according to goals and objectives.	Agree	93%	57%	87%	60%
		Disagree	7%	33%	9%	28%
		No Opinion	——	10%	4%	12%
3.	School climate conducive to theme.	Agree	86%	41%	78%	44%
		Disagree	14%	46%	13%	52%
		No Opinion	——	14%	9%	4%
4.	School climate better than last year.	Agree	50%	27%	52%	36%
		Disagree	7%	41%	26%	56%
		No Opinion	43%	32%	22%	8%
5.	Satisfied with staff development/in-service regarding theme.	Agree	79%	86%	87%	52%
		Disagree	7%	5%	13%	36%
		No Opinion	14%	9%	——	12%
6.	Supplies and materials sufficient to teach theme.	Agree	100%	68%	70%	56%
		Disagree	——	23%	22%	40%
		No Opinion	——	9%	9%	4%
7.	Supplies and materials sufficient to teach core.	Agree	93%	73%	83%	76%
		Disagree	——	18%	9%	8%
		No Opinion	7%	9%	9%	16%
8.	Students participated in theme field trips.	Agree	71%	64%	96%	72%
		Disagree	7%	18%	4%	16%
		No Opinion	21%	18%	——	12%
9.	Satisfied with quality of field trips.	Agree	93%	77%	100%	76%
		Disagree	——	9%	——	12%
		No Opinion	7%	14%	——	12%
10.	Infused teme in the core.	Agree	100%	91%	83%	80%
		Disagree	——	5%	4%	——
		No Opinion	——	5%	13%	20%
11.	School offers planning sessions on infusion.	Agree	64%	41%	65%	60%
		Disagree	21%	32%	22%	36%
		No Opinion	14%	27%	13%	4%
12.	Building level administrative staff provided support to implement theme.	Agree	100%	48%	74%	44%
		Disagree	——	38%	22%	48%
		No Opinion	——	14%	4%	8%
13.	Students making good academic progress.	Agree	93%	43%	78%	96%
		Disagree	——	38%	9%	——
		No Opinion	7%	24%	13%	4%

Appendix B Table B-3 (Continued)

Visual and Performing Arts Elementary Schools
Teacher Perceptions by School
Spring 1991

Item	Content	Response Alternatives	Gladstone (N =14)	Longfellow (N =22)	Meservey (N =23)	Phillips (N =25)
14.	Students making good academic progress because of theme.	Agree	86%	32%	67%	64%
		Disagree	7%	50%	24%	20%
		No Opinion	7%	18%	10%	16%
15.	Arts and core teachers work together to implement theme.	Agree	79%	55%	82%	64%
		Disagree	21%	27%	14%	32%
		No Opinion	----	18%	5%	4%
16.	Students enjoys theme.	Agree	100%	80%	100%	100%
		Disagree	----	15%	----	----
		No Opinion	----	5%	----	----
17.	Theme has improved desegregation.	Agree	64%	59%	78%	72%
		Disagree	14%	27%	22%	12%
		No Opinion	21%	14%	----	16%

Note: Percentages are rounded to the nearest whole percent.

Appendix B Table B-4

Visual and Performing Arts Elementary Schools
Teacher Ratings of Magnet Program by School

School Year	Excellent	Good	Average	Fair	Poor
Gladstone					
1988-1989	89%	—	11%	—	—
1989-1990	80%	20%	—	—	—
1990-1991	57%	43%	—	—	—
Longfellow					
1988-1989	—	25%	30%	25%	20%
1989-1990	11%	47%	31%	11%	—
1990-1991	14%	27%	23%	23%	14%
Meservey					
1988-1989	53%	37%	5%	—	5%
1989-1990	39%	46%	11%	4%	—
1990-1991	30%	39%	17%	13%	—
Phillips					
1988-1989	36%	50%	9%	—	5%
1989-1990	21%	63%	8%	8%	—
1990-1991	16%	44%	16%	20%	4%

Note: Percentages are rounded to the nearest whole percent.

Appendix B Table B-5

Visual and Performing Arts Elementary Schools
Parent Perceptions by School
Spring 1991

Item	Content	Gladstone (N =63)		Longfellow (N =73)		Meservey (N =96)		Phillips (N =90)	
		Yes	No	Yes	No	Yes	No	Yes	No
1.	Satisfied with visual and performing arts program.	95%	3%	90%	8%	93%	5%	91%	7%
2.	Satisfied with progress child has made in the arts theme.	89%	8%	81%	16%	89%	9%	88%	10%
3.	Satisfied with progress child has made in basic skills.	84%	14%	81%	16%	82%	13%	80%	12%
4.	Satisfied with child's teachers.	89%	5%	88%	8%	90%	4%	87%	9%
5.	Principal responsive to concerns.	83%	3%	77%	16%	85%	10%	76%	18%
6.	Satisfied with communication from school.	91%	8%	88%	12%	82%	17%	88%	12%
7.	Communication from school is understandable and helpful.	94%	5%	95%	6%	91%	8%	96%	4%
8.	Feel welcome at _____.	98%	2%	93%	4%	96%	3%	91%	9%
9.	During this school year, I attended parent/teacher conferences.	84%	16%	78%	22%	88%	13%	69%	31%
10.	During this school year, I attended other meetings or school programs.	79%	21%	69%	32%	77%	23%	74%	26%
11.	Child has talked about school more since magnet theme program began.	67%	21%	67%	21%	38%	35%	47%	18%
12.	Child enjoys school more with theme program in place.	81%	8%	67%	22%	49%	24%	50%	14%
13.	_____ is clean and in good repair.	100%	----	96%	4%	96%	4%	97%	3%
14.	Would _____ arts program to other parents.	98%	2%	82%	15%	92%	6%	91%	7%
15.	Child is safe at _____.	100%	----	88%	11%	94%	4%	92%	4%
16.	Child attends extended day program.	40%	60%	45%	5%	57%	43%	46%	54%
17.	Extended day reason for enrolling child at _____.	20%	80%	58%	42%	27%	73%	46%	54%
18.	Satisfied with extended day activities.	80%	20%	75%	25%	79%	21%	77%	23%
19.	Extended day provided proper supervision.	96%	4%	91%	3%	91%	9%	83%	10%

Appendix B Table B-5 (Continued)

Visual and Performing Arts Elementary Schools
Parent Perceptions by School
Spring 1991

Item Content	Gladstone (N =63)		Longfellow (N =73)		Meservey (N =96)		Phillips (N =90)	
	Yes	No	Yes	No	Yes	No	Yes	No
20. Extended day gives sufficient emphasis to academics.	68%	24%	64%	27%	84%	9%	73%	17%
21. Used district transportation.	94%	6%	66%	34%	48%	52%	72%	28%
22. Transportation time reasonable.[1]	83%	17%	96%	4%	87%	11%	95%	5%
23. Transportation safe.	88%	9%	85%	13%	83%	17%	77%	23%
24. Application handled in a reasonable amount of time.	92%	6%	88%	7%	85%	6%	93%	6%
25. Know how students are selected.	37%	64%	40%	60%	29%	71%	33%	67%
26. Think the way students are chosen is fair.[1]	61%	26%	69%	24%	50%	43%	67%	33%
27-31. Reason chose program:[2]								
27. Likes magnet theme;	89%	11%	66%	34%	50%	50%	74%	26%
28. Neighborhood school;	35%	65%	34%	66%	62%	39%	44%	56%
29. Attended last year;	51%	49%	60%	40%	82%	18%	79%	21%
30. Other children in this school;	29%	71%	22%	78%	31%	69%	30%	70%
31. Other.	21%	79%	34%	66%	15%	85%	11%	89%
32-38. Ways learned about program:[2]								
32. Newspaper;	13%	87%	16%	84%	15%	85%	4%	96%
33. Radio;	5%	95%	6%	95%	5%	95%	2%	98%
34. TV;	22%	78%	12%	88%	9%	91%	6%	94%
35. Child;	2%	98%	3%	97%	9%	91%	3%	97%
36. Friend, neighbor, relative;	32%	68%	30%	70%	20%	80%	20%	80%
37. School district;	27%	73%	22%	78%	30%	70%	19%	81%
38. Other.	32%	68%	36%	64%	32%	68%	51%	49%

Note: Percentages are rounded to the nearest whole percent. Difference from 100% in each item represents the proportion of "no opinion" response.

1 Based on number of parents responding positively to related questions.

2 Parents could respond positively to more than one category.

Appendix C

Extended Day Activities
1990 - 1991

Extended Day Activities

1990 - 1991

Gladstone:
Logical Thinking
Handwriting
Reading Tutorial
LIbrary Skills
Map Skills
Mathmagic
Math Tutorial
Science Explorers
Computer Keyboarding
Newspaper
Computer Tutorial
Sign Language
Language Tutorial
Creative Dramatics
Puppeteering
Arts of Storytelling

(Gladstone Continued)
Ballet
Creative Movement
Tap
Instrumental Music
Choir
Music Keyboard
Culinary Arts
Sewing
Gymnastics
Baton
Pom-Pom
Aerobics
Volleyball
Clubs: Girl Scouts, Critter Caretakers
Color Guard

Meservey:
Computer
Choir
Reading-n-Arts
Dance
Art
Stitchery

(Meservey Continued)
Newspaper
Clowning
Young Astronauts
Drug Awareness
Tutoring
Fitness

Longfellow:
Dance
Piano
Drama
Choir
Arts & Crafts
Drill Team
Tutoring

Phillips:
Drama
Piano
Reading
Listening Skills
Educational Games
Films/Videos